

Preparing Long Beach Children for the Future:

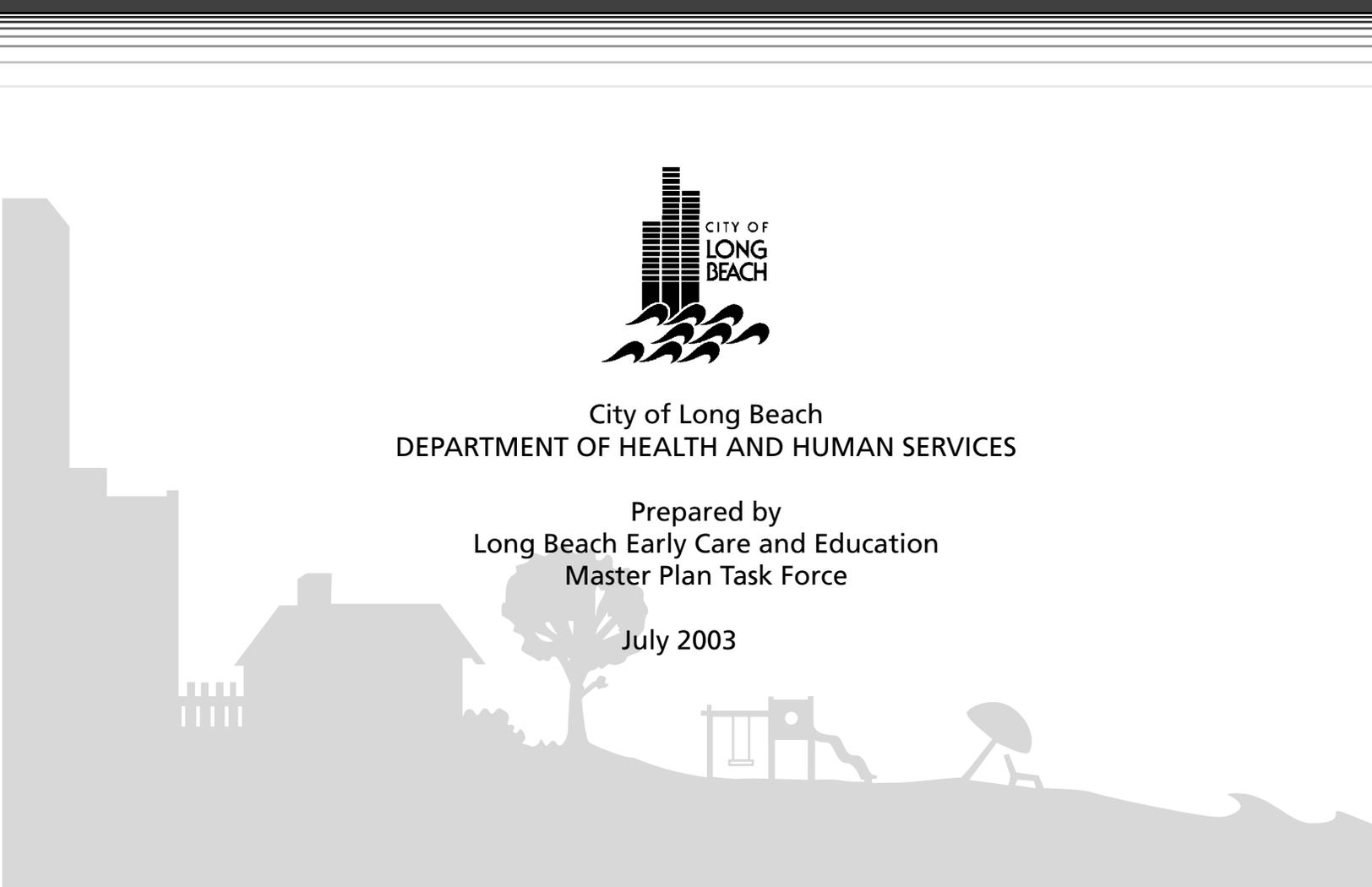
**A Community Plan for Shaping the
Early Care and Education System
[2003-2008]**



City of Long Beach
DEPARTMENT OF HEALTH AND HUMAN SERVICES

Prepared by
Long Beach Early Care and Education
Master Plan Task Force

July 2003





On behalf of the City of Long Beach, I am delighted to present *Preparing Long Beach Children for the Future: A Community Plan for Shaping the Early Care and Education System*. This Community Plan, a direct outcome of the Long Beach Strategic Plan 2010, will serve as a guide to the Long Beach community for creating environments that are safe and nurturing, providing access to comprehensive and culturally sensitive programs, and preparing children to become successful and contributing members of society.

As a lifelong educator, I am witness to the long-term benefits of quality early care and education, including enrichment and recreational school age programs, on children's school readiness and success in the elementary, middle and high school years. As an elected official, I am aware of the contributions that our child care industry has on our city's economic strength and quality of life. Early care and education is a strategic investment that supports parents' participation in the workforce, improves productivity, and contributes to the development of skills in our future workforce.

Thank you for joining my colleagues on the City Council and me in making early care and education a priority for our children and families. I look forward to working in partnership with you on the realization of this Community Plan.



Mayor Beverly O'Neill



Our early care and education system across the nation, the state, and in Long Beach is in crisis. Too many families, particularly those with infants and toddlers, are unable to locate care in licensed centers or family child care homes because there are not enough spaces to meet the growing need in Long Beach. For families who do locate care, the cost is often prohibitive, and funding for subsidized child care is inadequate, therefore not meeting the needs of all income-eligible families. More importantly, many of our children and families are not receiving the quality of care that will prepare the children to enter kindergarten and succeed in school.

Knowing this, I have made early care and education a priority and the creation of a citywide plan as a first step towards addressing the overwhelming issues for child care confronting our city. I am now pleased to present to you *Preparing Long Beach Children for the Future: A Community Plan for Shaping the Early Care and Education System*. The Community Plan is the result of a community process guided by leaders in early care and education, business, city government, the school district, higher education, individuals working directly with children and families, and families themselves.

The Community Plan delineates activities for building the supply of quality early care and education programs to better meet the diverse needs of all families with children in Long Beach. Notably, it outlines opportunities for partnerships that will be necessary if we are to achieve our goals for enhanced quality and increased capacity desperately needed in our City. I encourage you to use this Community Plan and share it with others with resources to commit to the achievement of its goals.

I join Mayor O'Neill in extending my appreciation of your attention to early care and education as a priority for our city. Moreover, I encourage your support in the community-wide effort to achieving our vision for all children to be cared for and educated in quality environments.



Councilmember Jackie Kell
Fifth District



ACKNOWLEDGEMENTS

Effective and comprehensive planning requires the involvement of all community stakeholders. So, it is with great pride and pleasure that we acknowledge the considerable contributions of many stakeholders – individuals and organizations – to the development of this Community Plan for Shaping the Early Care and Education System in Long Beach. While the responsibilities of the Child Care Coordinator necessarily include leading and directing the process of developing this Plan, the ideas, opinions, concepts, observations, assessments, and remarks from these stakeholders were offered with generosity, honesty, and devotion to the health and well-being of children and families, especially those living in the City of Long Beach.

It is with profound gratitude that we acknowledge the sustained engagement of the Early Care and Education Master Plan Task Force whose members are listed in the Appendix. This group of twenty leaders drawn from various local constituencies throughout the community brought their “collective expertise” to the table for a series of six planning meetings during the summer of 2001. Throughout these meetings the Community Plan was conceptualized, discussed, debated, and refined. The Community Plan is comprehensive, thoughtful, forward-looking, inclusive, and focused because of their participation.

In addition to support from the task force, the Community Plan was developed through the contributions of several other individuals and groups. Specifically, four focus groups were hosted during the process. They included parents, early educators, and family child care providers. Members of the focus groups shaped the Plan with their very personal experiences regarding early care and education in Long Beach and brought reality and practicality to our thinking. Individuals, community groups and membership organizations also provided their expertise and input to the draft plan.

We would like to express our appreciation also to those in the Department of Health and Human Services who supported the development of the Community Plan with their time and thoughts. Included are: Angela Coron, Associate Director of California Department of Health Services, whose wisdom and talents contributed to the initiation of this document; Corinne Schneider, Human/Social Services Bureau Manager, whose energy and support facilitated moving this document to completion; and Councilmember Jackie Kell whose personal experience and leadership lead to the progressive vision of early care and education, which served as the catalyst for this Community Plan.

A very heartfelt thanks to everyone for your involvement in creating this Community Plan. We have collectively created a vision and direction for building the foundation of a comprehensive quality early care and education system that will better help shape the future of Long Beach children and families and the communities in which they live and work.



Ronald R. Arias
Director
Department of Health and Human Services



Michele P. Sartell
Child Care Coordinator



TABLE OF CONTENTS

Executive Summary	Page I
I. Introduction	Page 1
II. Shaping the System: The Mandate	Page 4
III. Vision and Mission	Page 7
IV. Guiding Principles	Page 8
V. Strategic Directions and Goals	Page 9
VI. Community Plan	Page 10
- Enhancing Quality	Page 11
- Increasing Capacity	Page 15
- Developing Resources	Page 19
VII. Implementation	Page 23

Appendix

- A Resolution of the City Council of the City of Long Beach Adopting a Child Care Policy for the City of Long Beach
- Task Force Members
- Contributing Individuals and Groups
- Data



City of Long Beach
Department of Health and Human Services
Bureau of Human and Social Services
2525 Grand Avenue
Long Beach, California 90815
Contact: Michele P. Sartell, Child Care Coordinator
P: 562.570.4245 F: 562.570.4049
michele_sartell@longbeach.gov

The City of Long Beach has often been recognized for and is proud of its commitment to the health and well-being of children and their families. Its leadership has understood the critical relationship between community investments and community returns. Specifically, it has understood that, for children to become successful, responsible and contributing members of the community, they must have access to excellent systems of early care and education programs within the community.



This Community Plan for Shaping the Early Care and Education System is further proof of its commitment. The Community Plan is intended to serve as a blueprint for action, to be implemented by the local community to develop a citywide systems approach that promotes nurturing and enriching environments during early childhood and supports lifelong learning skills in children ages birth to age 12. The Plan reflects a shared community vision for working collaboratively to meet the needs of families while parents are working, attending school or desiring out-of-home enrichment activities for their children and to provide caring and stimulating environments that enable children to learn and reach their full potential.

The Community Plan is based squarely on a vision:

The Long Beach community envisions a future in which all children in Long Beach will be cared for and educated in environments that:

- are stable, safe, healthy, enriching, and nurturing;
- promote lifelong learning, emotional security, and family empowerment and support;
- enable children to learn and to reach their full potential;
- embrace diversity; and
- are fostered actively and supported collaboratively as a priority by all sectors of the community.

and mission:

To further the early care and education of all children in Long Beach by enhancing the quality of services; building the capacity to meet the needs of families; and expanding the base of resources.

The Community Plan is organized around three strategic directions and nine objectives.

I. Enhancing Quality: To improve the quality of early care and education for all children ages birth to 12.

- A. Programs and Services
- B. Family Support and Involvement
- C. Professional and Workforce Development

II. Increasing Capacity: To increase the supply of and accessibility to quality care and education for children ages birth to 12.

- A. Supply
- B. Access

III. Developing Resources: To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

- A. Financial
- B. Human
- C. Technology
- D. Implementation and Evaluation

Efforts to implement the Community Plan will be guided by the City's Child Care Coordinator through the Department of Health and Human Services. The activities outlined in the Community Plan will provide direction to the early care and education community, businesses, real estate developers, labor unions, the media, City government and others for meeting the early care and education needs of children and families. It will be considered successful if it addresses the over-arching problem of accessibility and affordability and if it creates a system that:

- Ensures that children experience safe and enriching environments that encourage their language, social, emotional, cognitive and physical development.
- Provides access to all children – regardless of economic, social, emotional, physical, geographic, ethnic, or linguistic status – needing early care and education.
- Regards and supports parents/grandparents/guardians as their children's first teachers and partners in their children's early learning and development of lifelong skills.
- Embraces the cultural, ethnic and linguistic diversity of children, their families and the communities in which they live.
- Enhances the early care and education community's capacity to provide quality programs that are demonstrated by professional development activities and staff compensation commensurate with education, credentials and experience.
- Supports the Long Beach economy through partnerships between the early care and education community and local business and development communities, employers, labor unions, media, and local, state and federal government.

Success in implementing this Plan requires the community to collaborate, cooperate, and coalesce in order to improve and enhance the system of early care and education in Long Beach. Investments by all sectors of the local economy are required. Commitments to action are necessary. Focus on the strategic goals articulated in this Community Plan is essential.

An African proverb popularized recently by Senator Hillary Clinton – *"It takes a village to raise a child"* – reminds us of our individual and collective roles. This Community Plan is the blueprint for action and invites us to join forces to create an effective, responsive and encompassing system of early care and education for the benefit of our children and for the strength of our dynamic community.

I. INTRODUCTION

"If our American way of life fails the child, it fails us all."

Pearl Buck

Leadership in the City of Long Beach has long understood the critical relationship between community investments and community returns: for children to become successful, responsible and contributing members of the community, they must have access to excellent systems of early care and education programs within the community. Over the last fifteen years, the City of Long Beach has demonstrated a commitment to this philosophy:

... for children to become successful, responsible and contributing members of the community, they must have access to excellent systems of early care and education programs within the community.

- In December 1987, the Long Beach City Council adopted a child care policy that states, in part, *"The City Council of the City of Long Beach expressed a commitment on the part of the City of Long Beach to work to expand child care services throughout the City by assuming a leadership role in promoting a coordinated effort among parents, employers, child care providers, employee organizations, schools, private sector developers, business and community leaders, and government officials."*
- In April 1999, the City of Long Beach Department of Health and Human Services prepared and released *Report on Child Care in Long Beach*. The report provides an overview of the current system of child care services in Long Beach and identifies preliminary areas of need with specific consideration for accessibility, quality, affordability, and children with special needs.
- On June 20, 2000, the City Council adopted the Long Beach Strategic Plan – 2010, which was shaped by five citizen task forces, including the Education and Youth Task Force. The Education and Youth Task Force included among its recommended goals and action steps a rigorous agenda for early care and education in Long Beach.
- Beginning in April 2001, the City's Child Care Coordinator convened a task force representing the diversity of Long Beach with a vested interest in quality early care and education. Included were child care and development representatives, post-secondary educators, health and human service providers, parents, business and development leaders, city government officials, and community advocates. The expressed purpose of the task force was to guide and inform the development of an early care and education plan to be implemented through community partnerships over the next five years. The Task Force's efforts contributed greatly to the development of the Community Plan for Shaping the System [2003-2008].

INTRODUCTION

The Community Plan serves as a blueprint for action by the local community to invest in a system-wide approach that promotes nurturing and enriching environments during early childhood and supports lifelong learning skills in children ages birth to age 12. The Community Plan reflects a shared community vision for working collaboratively to meet the needs of families while parents are working, attending school or desiring out-of-home enrichment activities for their children and to provide caring and stimulating environments that enable children to learn and reach their full potential.

The Community Plan reflects a shared community vision for working collaboratively to meet the needs of families... and to provide caring and stimulating environments that enable children to learn and reach their full potential.

Efforts to implement the Community Plan will be guided by the City's Child Care Coordinator through the Department of Health and Human Services. The Community Plan has been created as a living document, to be reviewed on a regular basis and modified as needed as the social, political and funding climates evolve in the coming years.

The Community Plan is formed around three strategic directions:

- ◇ **Enhancing Quality:** To improve the quality of early care and education for all children ages birth to 12.
- ◇ **Increasing Capacity:** To increase the supply of and accessibility to quality early care and education for children ages birth to 12.
- ◇ **Developing Resources:** To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

Implemented effectively, these strategic directions will create a community of children ready for school and prepared for lifelong learning. These strategic directions are significantly interconnected and interdependent. They incorporate many broad and overlapping concepts, each contributing to the achievement of enhanced quality, increased capacity, and developed resources. The early care and education system:

- must address comprehensively all areas of children's development.
- must insist on significant family support and involvement.
- must recognize and reward the importance of early care and education professionals.
- must have the capacity to accommodate children and families with a variety of needs, and be responsive to them.
- must interest and engage the entire community.
- must require all sectors – private, public and nonprofit – to form strong and effective partnerships.



INTRODUCTION

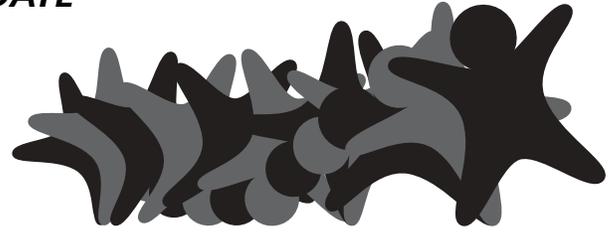
The Community Plan is aggressive and challenging because it addresses an enormous, complex, and important community need. To contribute to its success, implementation steps will be monitored and assessed carefully by the Task Force, using data as indicators of progress towards reaching established goals. Its victories will be announced and celebrated. Its defeats will be reviewed and overcome. Throughout the implementation period, the Task Force will continue to serve in an advisory capacity. It will re-convene every six months to evaluate progress and shape future implementation. Additionally, the Task Force will come together at the three-year mark to review the Community Plan, assess its progress and provide modifications as needed.

Over the next five years, while this Community Plan is being implemented, leaders in the City of Long Beach will be apprised of its status through semi-annual reports. In this way, the focus will remain sharp and the commitment to the health and well being of children and their families will remain strong.



II. SHAPING THE SYSTEM: THE MANDATE

"It should be noted that children at play are not playing about; their games should be seen as their most serious-minded activity."



Montaigne, 1580

Early care and education has experienced considerable growth and has assumed greater importance in the health and well being of children, families, neighborhoods and society over the past 30 years. Key to its growth and importance are an array of contributing factors:

- Greater numbers of children are in families in which parents, both mothers and fathers, are working.
- Welfare reform mandates require parents to transition to full employment and self-sufficiency.
- Research on early childhood underscores the importance of nurturing and enriching environments to children's lifelong learning and future success.¹
- Early care and education positively impacts the economic infrastructure of the community by serving as a source of revenue and employment, as well as a support system for working families,² and preparing a future literate workforce.

Unfortunately, national, state and local policies have not kept abreast of the growing need for universal quality early care and education options that are affordable and accessible to all families.³ Across the nation, local communities are faced with severe shortages in early care and education programs, particularly for infants and toddlers and school age children, that enable parents to work and provide early education experiences needed to foster children's overall development and prepare them for school.⁴

Research demonstrates that quality early care and education programs, characterized as nurturing, stimulating and comprehensive, contribute significantly to preparing children for school and lifelong learning.⁵ Children participating in quality early care and education programs receive developmental and educational benefits exemplified in better cognitive and social skills upon entering school. Furthermore, children have shown long-term benefits, including:

- ❑ decreased need for special education
- ❑ higher school achievement and graduation rates
- ❑ higher adult earnings



Quality programs are expensive to operate and cost more than many families can afford or are willing to pay. Early care and education is labor-intensive, with over 80% of the costs for personnel; quality early care and education requires qualified, trained and experienced child development professionals.⁷ Yet insufficient revenues (e.g. parent fees and public and private funding) for programs result in low wages and minimal, if any, benefits for staff. Average annual salaries for early care and education professionals are typically half of the state median income. This leads, among other things, to high rates of staff turnover. As a result, programs are confronted with ongoing challenges to recruit and maintain a qualified, professional workforce,⁸ in addition to purchasing adequate materials and equipment and affording a safe facility.⁹

... quality early care and education requires qualified, trained and experienced child development professionals.

On average, care for an infant in a licensed child care and development center costs 20% of the state's median income of \$42,472.¹⁰ This represents an extraordinary financial burden for most families, but especially for low- to moderate-income families and families with multiple young children who are required to assign a significant portion of their income to early care and education. While many low-income families are eligible for subsidized early care and education, they remain on waiting lists indefinitely because government funding is in very short supply.

As a result, many families – regardless of income – sacrifice quality for cost and often select care that is not licensed, does not fully coincide with the family's work and/or school schedule, and lacks cultural and linguistic appropriateness. These three factors – low median income for families, lack of a sufficient supply of subsidized care and sacrificing quality for cost – have created a crisis in early care and education. And, the crisis is made worse by many families' lack of knowledge about the types of care available and the importance of developmentally rich programs for children's development.

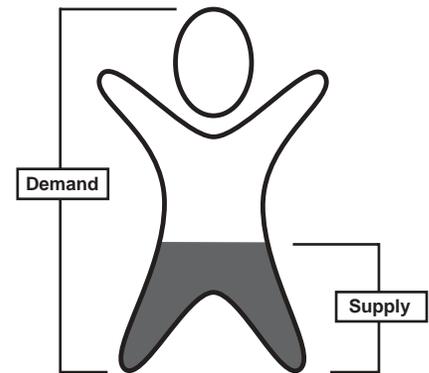
... the challenges of developing a system of quality early care and education... call for the combined resources – human and financial – of the entire community.

Clearly, the challenges of developing a system of quality early care and education programs in Long Beach are significant and call for the combined resources – human and financial – of the entire community. Our collective ability to meet these challenges will dictate whether many parents can attain steady employment and whether their children are cared for in nurturing and stimulating environments. Organizations and individuals throughout the community – each working resourcefully, collaboratively, and intentionally – are invited to do their part in supporting this Community Plan.

CURRENT LANDSCAPE

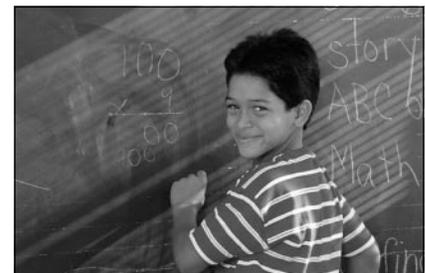
The following describes today's realities in early care and education in Long Beach:

- There are currently 102,154 children under the age of 13 in residence, of which 38,587 are under the age of five.¹¹
- Children are disproportionately affected by poverty. In 1999, the child poverty rate was nearly 28% for children under 18 years old; the poverty rate for children under five was nearly 32%.¹²
- Nearly 47% of children birth to age 13 receive public assistance (e.g. CalWORKS, Medi-Cal, and Food Stamps).¹³
- Sixty eight percent of children attending Long Beach Unified elementary and middle schools are eligible for the free or reduced lunch programs.¹⁴
- There are an estimated 10,938 child care and development spaces available for children ages birth to 12 in licensed center-based programs and licensed family child care homes combined.¹⁵
- The demand for licensed care is estimated at 30,829 spaces, leaving a gap of 19,889 spaces.¹⁶ (See Appendix Tables 1 - 6.)
- The gap is especially significant for infants and toddlers up to age 3 and school age children.¹⁷
- While data is not available at this time, there is concern that children with special needs and children of immigrant populations are also underserved.
- It is estimated that thousands of Long Beach families eligible for subsidized early care and education services linger on waiting lists, sometimes for years, because the need for subsidies far exceeds the supply of available government funds.¹⁸
- The quality of early care and education programs varies considerably from excellent to mediocre to substandard, especially prevalent in programs serving infants and toddlers.
- Only 6 (3%) of the 177 licensed child care and development centers and 1 (less than 1%) of the 562 licensed family child care homes¹⁹ meet national accreditation standards demonstrated by the quality of relationships between the staff and children and staff and families, established curriculum, staff qualifications and professional development, links to health and social services, and the physical environment (e.g. facility), among other factors.²⁰ (See Appendix Table 7.)



These numbers, while limited in scope at this time, describe a system of early care and education in Long Beach unable to handle the demands placed on it. They describe a problem of enormous size and scope.

This Community Plan presents a solution to the problem. It brings hope, encouragement, and motivation. Working together, our community can and will shape a system of early care and education that our children and their families need and deserve.



III. VISION AND MISSION



*“A man never stands as tall
as when he kneels to help a child.”*

Knights of Pythagoras

The vision and mission of this Community Plan are clear and compelling. To realize the vision and fulfill the mission, however, will require an entire community that shapes the system to ensure families have the support and assistance they need to effectively prepare their children for the future.

Vision Statement

The Long Beach community envisions a future in which all children in Long Beach will be cared for and educated in environments that:

- are stable, safe, healthy, enriching, and nurturing;
- promote lifelong learning, emotional security, and family empowerment and support;
- enable children to learn and to reach their full potential;
- embrace diversity; and
- are fostered actively and supported collaboratively as a priority by all sectors of the community.

Mission Statement

To further the early care and education of all children in Long Beach by enhancing the quality of services; building the capacity to meet the needs of families; and expanding the base of resources.

IV. GUIDING PRINCIPLES

“The greatest natural resource that any country can have is its children.”

Danny Kaye

The Long Beach Early Care and Education Master Plan Task Force adopted six Guiding Principles as core to implementation of the Plan.

- Ensure that children experience safe and enriching environments that encourage their language, social, emotional, cognitive and physical development.
- Provide access to all children – regardless of economic, social, emotional, physical, geographic, ethnic, or linguistic status – needing early care and education.
- Regard and support parents/guardians/extended family members as their children’s first teachers and partners in their children’s early learning and development of lifelong skills.
- Embrace the cultural, ethnic and linguistic diversity of children, their families and the communities in which they live.
- Enhance the early care and education community’s capacity to provide quality programs that are demonstrated by professional development activities and staff compensation commensurate with education, credentials and experience.
- Support the Long Beach economy through partnerships between the early care and education community, local business and development communities, employers, labor unions, media, and local, state and federal government.



V. STRATEGIC DIRECTIONS AND GOALS

“Life affords no greater responsibility, no greater privilege, than the raising of the next generation.”

C. Everett Koop, MD



To guide the activities of the Community Plan, the Task Force proposed three strategic directions and goals. The strategic directions are presented as mutually supporting and necessary to meeting the needs of parents and guardians while they are working, attending school and desiring out-of-home enrichment activities for their children in nurturing and stimulating environments that promote their healthy development and school success.



<i>Strategic Directions</i>	<i>Strategic Goals</i>
I. Enhancing Quality	To improve the quality of early care and education for all children ages birth to 12.
II. Increasing Capacity	To increase the supply of and accessibility to quality early care and education for children ages birth to 12.
III. Developing Resources	To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

VI. COMMUNITY PLAN

“Perhaps the greatest social service that can be rendered by anybody to the country and to mankind is to bring up a family.”

George Bernard Shaw



The Community Plan is designed to address the needs of Long Beach families for quality early care and education services that are both accessible and affordable. This section of the Community Plan is intended to present solutions. It outlines the strategic goals, objectives and actions for implementation through community partnerships to expand and enhance the current system of care in Long Beach.

The Plan is organized around three strategic directions and goals and nine objectives.

I. Enhancing Quality: To improve the quality of early care and education for all children ages birth to 12.

- A. Programs and Services
- B. Family Support and Involvement
- C. Professional and Workforce Development

II. Increasing Capacity: To increase the supply of and accessibility to quality care and education for children ages birth to 12.

- A. Supply
- B. Access

III. Developing Resources: To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

- A. Financial
- B. Human
- C. Technology
- D. Implementation and Evaluation



On the following pages, the three strategic directions and goals and nine categories of objectives are detailed.



I. Enhancing Quality: To improve the quality of early care and education for all children ages birth to 12.



I. A. Objective Category: Programs and Services

1. To recognize the importance of children’s language, social, emotional, cognitive and physical development to emerging literacy and school readiness.

Activities

- a. Research, review, assemble and make available existing and evolving information on child development and its implications on early care and education.
- b. Develop and implement a series of comprehensive training programs on child development and “how-to-use” assessment tools.
- c. Facilitate partnerships among the school district, colleges and universities, early care and education community, and support services to develop a comprehensive plan for preparing children and families for school and preparing schools for children and their families.
- d. Provide resource links and information materials on emerging literacy skills and language development to early care educators.

2. *To promote the use of measurable standards to build quality programs and increase the number of accredited licensed centers and family child care homes.*

Activities

- a. Research, review and assemble sets of existing standards, self-surveys and other tools, including from governing bodies at state and national levels, for measuring quality by types of programs and by age groupings of children and make available as a resource to early care and education community.
- b. Identify gaps in tools and develop standards/self-surveys for meeting licensing requirements (basic health and safety) and measuring quality in non-licensed care settings.
- c. Facilitate identification and leveraging of resources to support licensed centers and family child care homes to gain accreditation.
- d. Develop and implement a comprehensive training program on using measurable standards and preparing for accreditation.

3. *To link early care and education to health (physical, mental and dental) and social services.*

Activities

- a. Devise methods to identify gaps and barriers associated with linking children and families in early care and education programs with support services and create opportunities for ensuring that children and families receive necessary services.
- b. Research, review, assemble and make available program models that link children, families and providers of early care and education programs to support services.
- c. Build a resource network for the early care and education community.



I. B. Objective Category: Family Support and Involvement

4. To increase and foster opportunities for parents/guardians/extended family members to engage in their children's development in the home and in their early care and education settings.

Activities

- a. Develop and make available in multiple languages "family-friendly" materials incorporating measurable standards for selecting among quality early care and education options.
- b. Develop and make available in multiple languages "family-friendly" materials on child development. Explore existing models (i.e. developmental assets).
- c. Raise awareness of workshops and parent education courses on child development, including training on the role of parents and other caregivers in their children's early care and education, and expand programs to ensure cultural and linguistic appropriateness to meet the needs of all families.
- d. Make written resources available to parents and other caregivers in various venues and in multiple languages.
- e. Research, review, assemble and make available parent involvement models that demonstrate success in achieving parent participation in early care and education activities and policy discussions and recommendations.

I. C. Objective Category: Professional and Workforce Development

5. To advocate for the adequate compensation, recruitment, professional development and retention of qualified, trained educators.

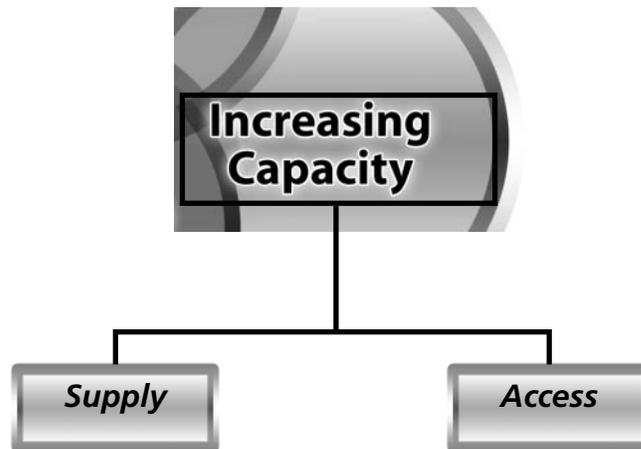
Activities

- a. Organize and mobilize the early care and education community and other stakeholders to support local, state and national initiatives that address compensation and retention of providers.
- b. Research and disseminate information on the cost of providing quality early care and education programs (i.e. economic models) that are comprised of the following core components:
 - Minimum worthy wage and benefit package
 - Education/experience criteria for each program position
 - Professional development

- c. Identify, evaluate and improve access to ongoing professional development and specialized training for center-based staff, family child care providers and other primary caregivers.
- Develop a method to survey early care and education community for additional training needed to create enriching environments and enhance age-appropriate curriculum.
 - Identify and disseminate information on financial support and incentives for professional development activities.
 - Encourage and increase participation in train-the-trainer programs, mentor programs, and leadership and diversity projects, among others.
 - Promote a certificate program for family child care providers in multiple languages.
- d. Establish training resource collaborative to develop an infrastructure of training opportunities.
- e. Explore the development of an employment registry for creating a cadre of screened qualified educators as substitutes and as an employment pool.
- Research existing models.
 - Develop a method to survey need and usefulness in Long Beach.
 - Identify potential resources (financial, host) for implementing and maintaining.
 - Establish a network/clearinghouse for recruiting early care and education professionals.
- f. Research and disseminate existing information on group and other insurance and benefit packages for early care and education professionals.



II. INCREASING CAPACITY: To increase the supply of and accessibility to quality care and education for children ages birth to 12.



II. A. Objective Category: Supply

1. To support the retention and expansion of existing early care and education programs.

Activities

- a. Determine existing providers, scope of early care and education programs and survey resources needed to retain and expand programs.
- b. Develop, update and make available information about resources and technical assistance that may support the retention and expansion of early care and education programs.
- c. Link centers and family child care homes to support services, including referral programs, food programs, access to subsidies, and business training.
- d. Create method for collecting, updating and reporting data on the supply of early care and education for children in Long Beach.

2. To support the development of new early care and education programs.

Activities

- a. Develop and offer orientation sessions on starting, owning and operating a business, tailored to potential family child care and center-based providers.
- b. Provide information and referral for resources, training and technical assistance to individuals and entities interested in providing early care and education services in Long Beach.
- c. Review, create and make available in multiple languages materials on the City's regulations, policies and procedures relating to the development of early care and education.
- d. Explore and pursue opportunities with developers to contribute to increasing capacity through linkages and/or bonuses.
- e. Research current access to city-owned buildings, partnerships with housing, and availability of CDBG (Community Development Block Grants) or public housing funds for facility development and explore opportunities for expanding.

3. To foster development of early care and education programs with an emphasis on building capacity in neighborhoods identified as high need.

Activities

- a. Assemble and review data to identify neighborhoods with low supply of and high demand for early care and education services.
- b. Review the City's zoning ordinances for neighborhoods identified as high need and, when necessary, modify the ordinance(s) to increase the ability to locate early care and education programs.
- c. Engage in outreach activities to potential family child care and center-based providers in targeted neighborhoods.



4. *To expand the role of employers in meeting the early care and education needs of their workforce.*

Activities

- a. Begin a process to engage the business community in support of implementing the Plan.
- b. Explore the formation of a task force of business entities to assume responsibility for increasing capacity in Long Beach.
- c. Research, review, assemble and make available to employers models for developing family-friendly policies as part of a benefit package and recommendations for providing early care and education options, such as information and referral, and services or assistance to their employees.

II. B. Objective Category: Access

5. *To explore and develop opportunities/resources for meeting the early care and education needs of children with special needs (such as physical, emotional, social, language, socioeconomic and/or environmental).*

Activities

- a. Develop plan for educating early care and education field on issues regarding full inclusion of children with special needs.
- b. Research and review models and provide resources on developing policies for full inclusion of all children.
- c. Coordinate a system of services to provide support to early childhood educators and families participating in center-based and family child care programs.
- d. Assess and increase the availability of appropriate care options for children with special needs.



6. To reduce barriers to locating and accessing affordable early care and education services.

Activities

- a. Promote national, state and local policies that increase access and affordability of quality early care and education options that meet the diverse needs of children and families.
- b. Design and implement a plan for identifying and reducing barriers, i.e. transportation, cost, hours of operation, language, etc.
- c. Translate materials relating to early care and education in multiple languages and make available in various venues, including community centers, schools and other locations that serve high-density ethnic populations.
- d. Survey availability of providers proficient in languages other than English and providing services in high-density ethnic communities for inclusion in resource information.

7. To explore opportunities/resources for meeting the early care and education needs of children with occasional mild illnesses.

Activities

- a. Promote the development of employer policies that allow parents/guardians to take time off to care for their ill children.
- b. Identify programs that accept children with occasional, mild illnesses for inclusion in resource information.

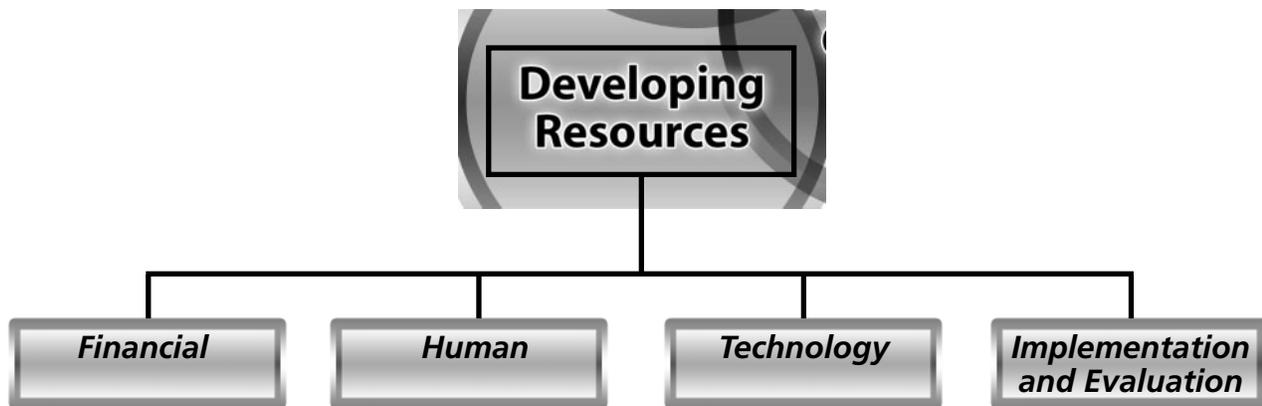
8. To assure access to countywide services by Long Beach children and families.

Activities

- a. Identify countywide services (such as mental health, crisis help, and foster care) available to children and families in relationship to early care and education.
- b. Work with entities providing countywide services to target Long Beach children and families as beneficiaries of their programs.



III. DEVELOPING RESOURCES: To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.



III. A. Objective Category: Financial

1. To promote early care and education as an important economic development activity for the City of Long Beach.

Activities

- a. Research and produce materials targeted to the business and early care and education communities on the economics of early care and education in Long Beach.
- b. Educate business leaders (bankers, real estate developers, corporate executives) on the economic impact and benefits of quality early care and education.
- c. Support economic development by creating tax incentives for early care and education.
- d. Explore making available small business development funds, city general funds and special tax levies to support increasing capacity for early care and education.

2. *To facilitate enhancing the quality and increasing the supply of accessible and affordable early care and education programs from government entities, corporations and foundations.*

Activities

- a. Research, assemble, and make available information on existing and potential funding sources for early care and education and document results in Long Beach.
- b. Encourage and support collaborative funding proposals among early care and education providers and ancillary services, as appropriate.

3. *To solicit the donation of resources (volunteers, facilities, supplies, technology) to support the expansion and improvement of early care and education.*

Activities

- a. Identify need for and potential sources of volunteers, facilities, supplies and technology.
- b. Explore and pursue opportunities for leveraging resources from community groups such as hospitals, faith-based organizations, student organizations, civic groups, and AmeriCorp.

III. B. Objective Category: Human

4. *To attract and develop expertise and leadership among various sectors of the Long Beach community to address the broad range of issues facing early care and education.*

Activities

- a. Promote and develop leadership among early childhood educators.
- b. Develop speakers' bureau to present on issues and opportunities relating to early care and education.
- c. Present issues and opportunities on early care and education to community leaders and service clubs at regular meetings.
- d. Conduct briefing sessions with local political leaders on current and emerging issues and opportunities in the field.
- e. Convene an annual summit on early care and education for educators, providers and community leaders.
- f. Recognize and honor annually community leaders who have made contributions on all levels to the field of early care and education.

5. *To work in partnership with county, state and federal entities on issues impacting the field of early care and education in Los Angeles County and Long Beach.*

Activities

- a. Develop and maintain relationships with local, state and national leaders on issues relating to early care and education.
- b. Contribute to the Los Angeles County Child Care Planning Committee and other groups addressing early care and education.
- c. Cooperate with data collection and research efforts on early care and education including but not limited to supply and demand, subsidies and workforce issues (salaries, benefits, working conditions).

III. C. Objective Category: Technology

6. *To identify and develop technology solutions and promote their use in early care and education.*

Activities

- a. Develop and promote the use of a web site with links tailored to the needs of Long Beach families, early care and education community, and other community stakeholders (e.g. business and development, media, labor unions, policy makers).
- b. Provide information posted on the early care and education web site in other formats and venues (i.e. public library) for individuals and entities without Internet access.
- c. Create and disseminate lists of useful web sites to early care and education programs and families.
- d. Use e-mail to disseminate information on emerging issues and opportunities in the field.

III. D. Objective: Implementation and Evaluation

7. *To facilitate the formation of partnerships and networks to discuss and address ongoing and emerging issues and opportunities in early care and education.*

Activities

- a. Explore the formation of an "early care and education" coalition/task force to meet on a regular (monthly/quarterly) basis.
- b. Recognize and publish the accomplishments of the partnerships and networks.
- c. Provide ongoing support and feedback on implementation activities outlined in the master plan.

8. To advocate at all levels for improved conditions in early care and education.

Activities

- a. Track and disseminate information on local, state and national policy issues impacting early care and education to providers, educators, stakeholders and others.
- b. Make recommendations for actions to the Mayor and City Council on national, state, and local legislation relating to early care and education.
- c. Organize and mobilize the community to take action on local, state and national policies that impact early care and education.

9. To generate heightened public awareness and facilitate action on issues and opportunities in quality early care and education.

Activities

- a. Explore developing a public relations campaign to build awareness among the public of early care and education
- b. Develop a list of and relationships with local media representatives (e.g., print, cable, radio, Internet), including ethnic mediums.
- c. Produce written materials and take advantage of media opportunities (e.g., print, radio, cable, Internet) to increase consumer awareness of quality early care and education.
- d. Work with the media to develop programs and produce articles on early care and education.

10. To measure progress in furthering the early care and education of all children in Long Beach.

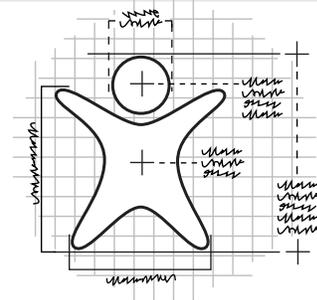
Activities

- a. Compile measures for determining success in meeting the objectives outlined in this plan.
- b. Identify, collect and analyze key data on meeting the needs of all children and families for quality early care and education in Long Beach.
- c. Produce and distribute an annual "report card" on early care and education in the City of Long Beach.
- d. Re-convene master plan task force every six months to evaluate status of the master plan.
- e. Re-convene the task force in 2005 to assess progress in the current 5-year Plan and to plan for the next three to five years.

VII. IMPLEMENTATION

“Children are always the only future a human race has.”

William Saroyan



Next steps are essential to the planning process. Serving as a guiding tool, the activities outlined in the Community Plan will provide direction to the early care and education community, businesses, real estate developers, labor unions, the media, City government and others for meeting the early care and education needs of children and families in Long Beach.

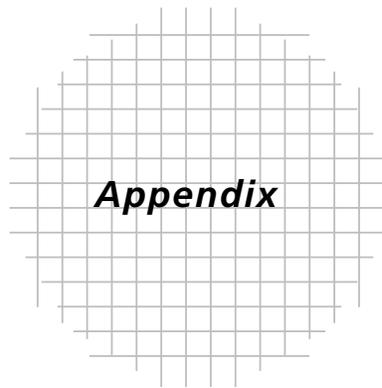
To be successful, the Task Force has identified key actions for realizing their vision:

- The City of Long Beach Child Care Coordinator will provide leadership, coordination and support to the implementation of activities by identified partners and other community members.
- The Long Beach Early Care and Education Master Plan Task Force will provide guidance and monitor implementation of the Community Plan. The Task Force will convene every six months to evaluate the status of implementing the Community Plan and will submit a status report detailing progress and recommending modifications, if any, to the Community Plan. At the three-year mark, the Task Force will facilitate a comprehensive assessment of the Community Plan and, based on its findings, begin planning for the next five years.
- Activities with short timeframes will be initiated immediately to demonstrate public and private commitment to addressing the early care and education needs of children and their families. Activities with medium and long timeframes, while not identified as priorities, will receive ongoing attention and review based on available and potential resources and timeliness. As the Community Plan is implemented, activities may be identified for carry-over to the next five years.
- Measurements will be identified and employed to determine achievement of the Community Plan’s mission, goals and objectives for furthering the early care and education of all children. Mechanisms will be developed for reporting regularly (i.e., semi-annually) on the status of early care and education in Long Beach.
- Resources are critical to full implementation of the Community Plan. Funding opportunities from a variety of sources that may facilitate implementation of the Community Plan and specific activities will be identified and pursued. Collaborative funding proposals will be encouraged and supported among the early care and education community.

ENDNOTES

- 1 Phillips, D. and Shonkoff, J. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press, 2000.
- 2 National Economic Development and Law Center. Economic Impact of the Child Care Industry: Los Angeles County. June 1999.
- 3 Phillips, D. and Shonkoff, J. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press, 2000.
- 4 Schulman, K. *The High Cost of Child Care Puts Quality Care Out of Reach for Many Families*. Children's Defense Fund, 2001.
- 5 Cost, Quality, and Child Outcomes Study Team. *The Children of the Cost, Quality and Outcomes Study Go to School, Executive Summary*. Frank Porter Graham and the National Center for Early Development & Learning at UNC-Chapel Hill, 1999.
- 6 A.J. Reynolds, W.T. Miedel, and E.A. Mann, "Innovation in Early Intervention for Children in Families with Low Incomes: Lessons from the Chicago Child-Parent Centers," *Young Children* 55 (2000): 84-88.
- 7 California Child Care Resource and Referral Network. The 2001 California Portfolio.
- 8 Ibid.
- 9 Schulman, K. *The High Cost of Child Care Puts Quality Care Out of Reach for Many Families..* Children's Defense Fund, 2001.
- 10 California Child Care Resource and Referral Network. The 2001 California Portfolio.
- 11 U.S. Census Bureau. Census 2000.
- 12 Ibid.
- 13 Ibid.
- 14 Long Beach Unified School District. School Year: 2000-2001.
- 15 Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*. August 20, 2000.
- 16 Ibid
- 17 Ibid.
- 18 Children's Home Society of California. July 2002.
- 19 Los Angeles County Office of Child Care. July 2002.





Long Beach Early Care and Education Master Plan Task Force Members

Pearlie Bailey
*Office of Child Development Centers
Long Beach Unified School District*

Sue Baker
YMCA of Greater Long Beach

Michelle Bell
Children's Home Society of California

Jo Ann Bernard
*Dept. of Family & Consumer Sciences
California State University, Long Beach*

Carrie Bryant
Creative Arts Preschool – K-6

Chris Burcham
*City of Long Beach
Long Beach Public Library*

Ramona Duran
Family Child Care Provider

Richard Gonzalez
*City of Long Beach
Business Development Center*

Tammie Kyle
Comprehensive Child Development, Inc.

Luanne Mauro-Atkinson
*Head Start Programs
Long Beach Unified School District*

Brad Miles
INCO

Elisa A. Nicholas, MD, MSPH
The Children's Clinic

Steve Oettinger
The Oettinger Group

Fran Ragland
*Child and Adult Development/Parent
Education Department
Long Beach City College*

Ericka Rockwell
Parent

Aldo Schindler
*City of Long Beach
Career Transition Center*

Pam Shaw
*City of Long Beach
Dept. of Health and Human Services*

Mary Soth
Retired, Child Care Administrator

Yolanda Stowe
Bundle of Joy Day Care

Martha Torres
Family Child Care Provider

Third Sector Management Corporation
Warren B. Riley, Planning Consultant

City of Long Beach, Department of Health and Human Services
Michele P. Sartell, Child Care Coordinator

Preparing Long Beach Children for the Future: A Community Plan for Shaping the Early Care and Education System Contributing Individuals and Groups

Focus Groups

- African American Infant Health Project (DHHS) – Parent Participants
- Comprehensive Child Development Family Child Care Network – Providers
- Heads Up! Early Steps to Reading – Participants
- Young Horizons – Parent Participants

Individuals

- Russell Brammer (Family Services of Long Beach)
- Jenny Cardenas (Comprehensive Child Development, Inc.)
- Angela Coron (California Department of Health Services)
- Tracy Cunningham (Children Today, Inc.)
- Jean Egan (Long Beach BLAST)
- Charyn Gant (City of Long Beach, Department of Health and Human Services)
- Roberta Lanterman (Long Beach Family Literacy Program)
- Lillian Lew (Families in Good Health, St. Mary Medical Center)
- Carolyn Loveridge (California Association for the Education of Young Children)
- Julie Meenan (The Josephine S. Gumbiner Foundation)
- Dennis Thys (City of Long Beach, Community Development Department)
- Ray Worden (City of Long Beach, Workforce Development Department)

Community Groups and Membership Organizations

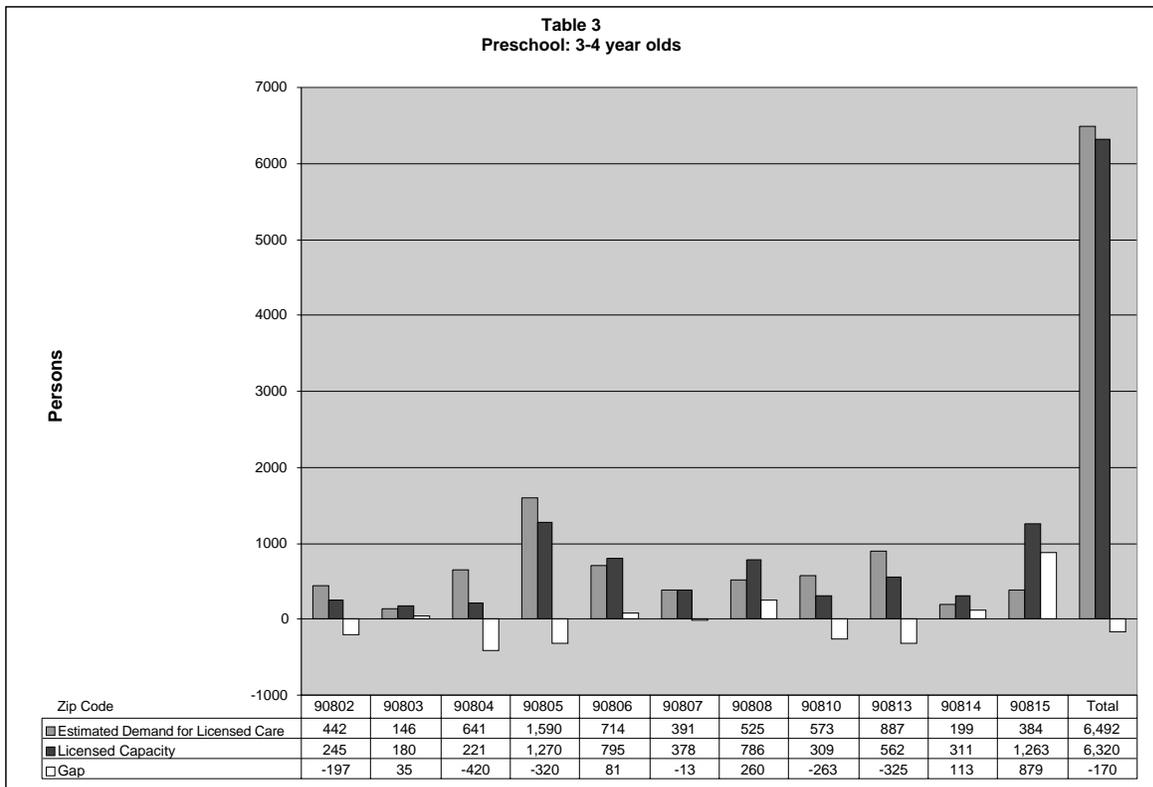
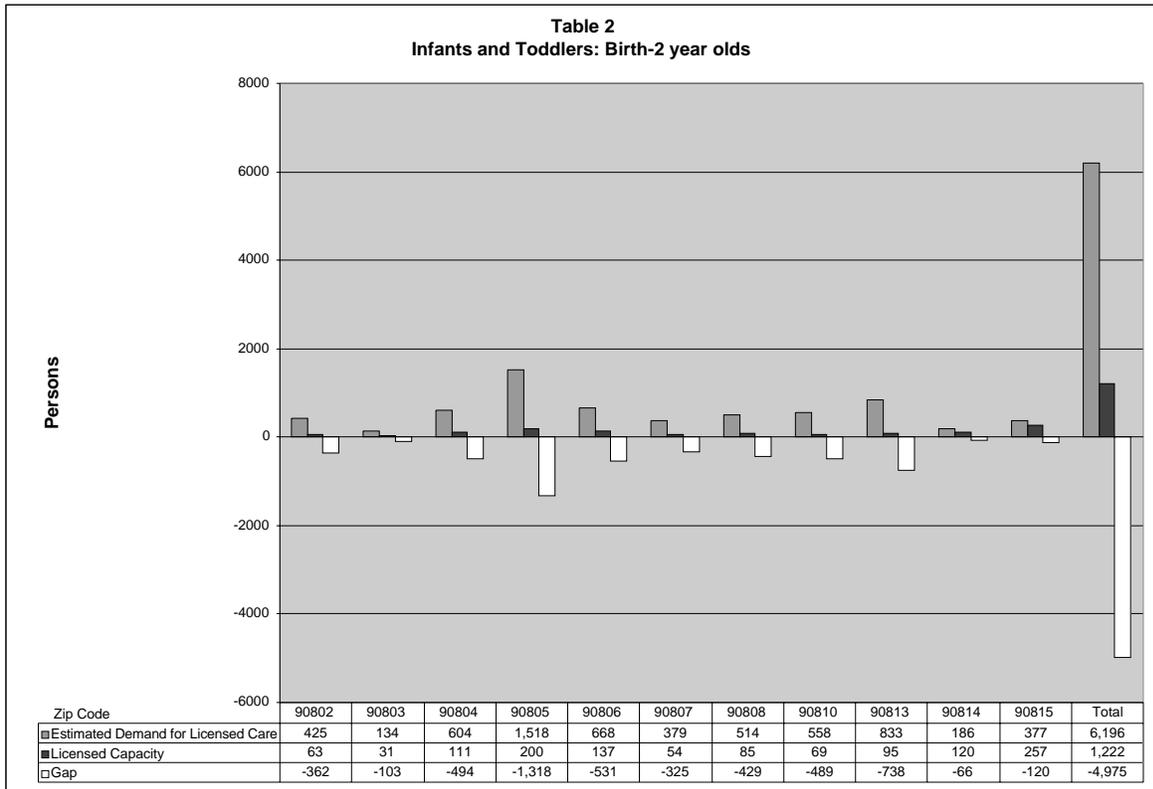
- Greater Long Beach/Lakewood Family Child Care Association, Inc.
- Long Beach Association for the Education of Young Children (LB AEYC)
- Long Beach City College, Child Development Department
- SPA 8, Long Beach Sub-Region
- Stand for Children, Long Beach Chapter

IDENTIFYING CHILDREN NEEDING CHILD CARE SERVICES IN LONG BEACH*

Table 1	
Estimated number of children residing in Long Beach, Birth - 12	102,154
Estimated number of children, Birth - 5	38,587
Demand for licensed care	12,688
Licensed capacity	<u>7,542</u>
Gap	-5,145
Estimated number of children, 6 - 12	63,567
Demand for licensed care	18,141
Licensed capacity	<u>3,396</u>
Gap	-14,745
Estimated number of children, Birth - 12	102,154
Demand for licensed care	30,829
Licensed capacity	<u>10,938</u>
Gap	-19,890

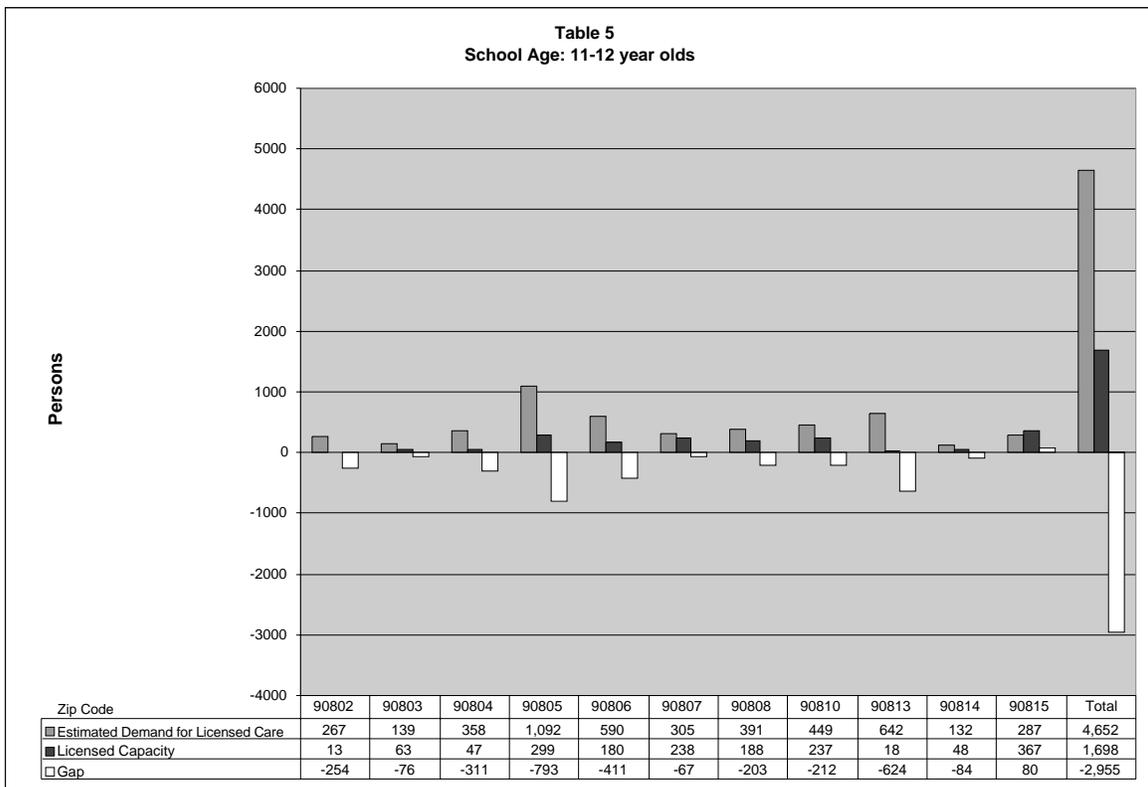
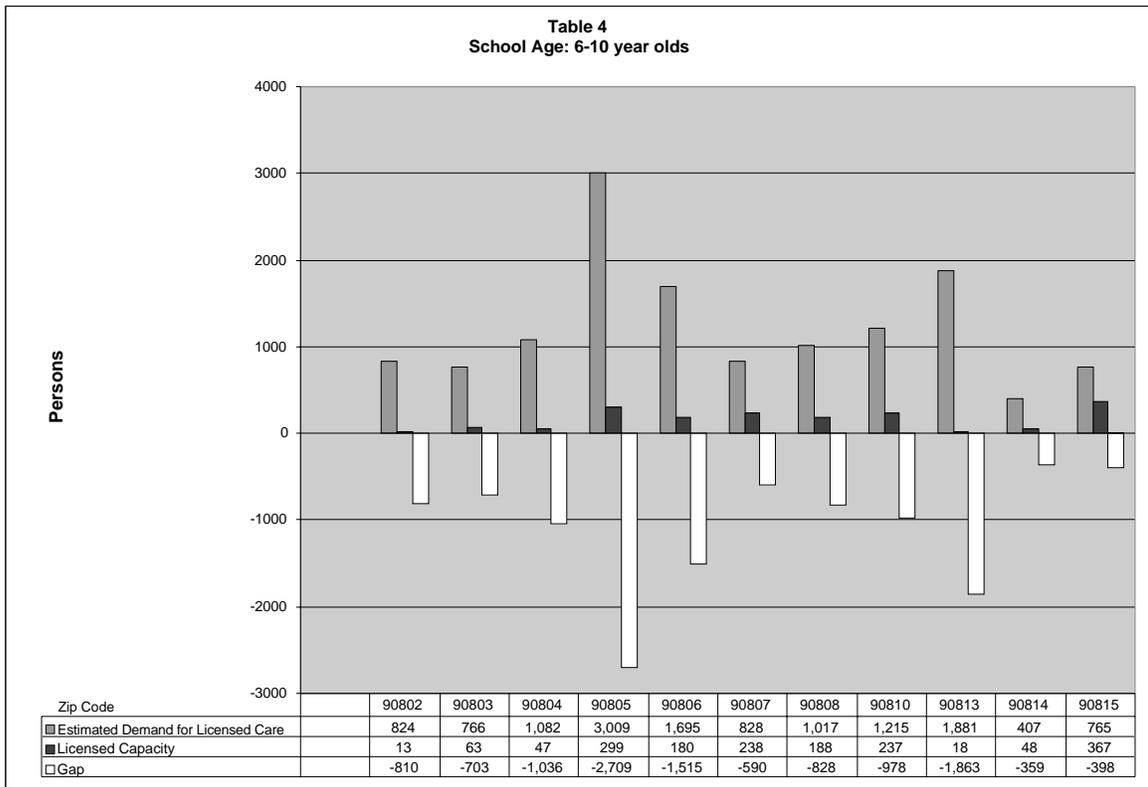


Demand for Early Care and Education Services in Long Beach*



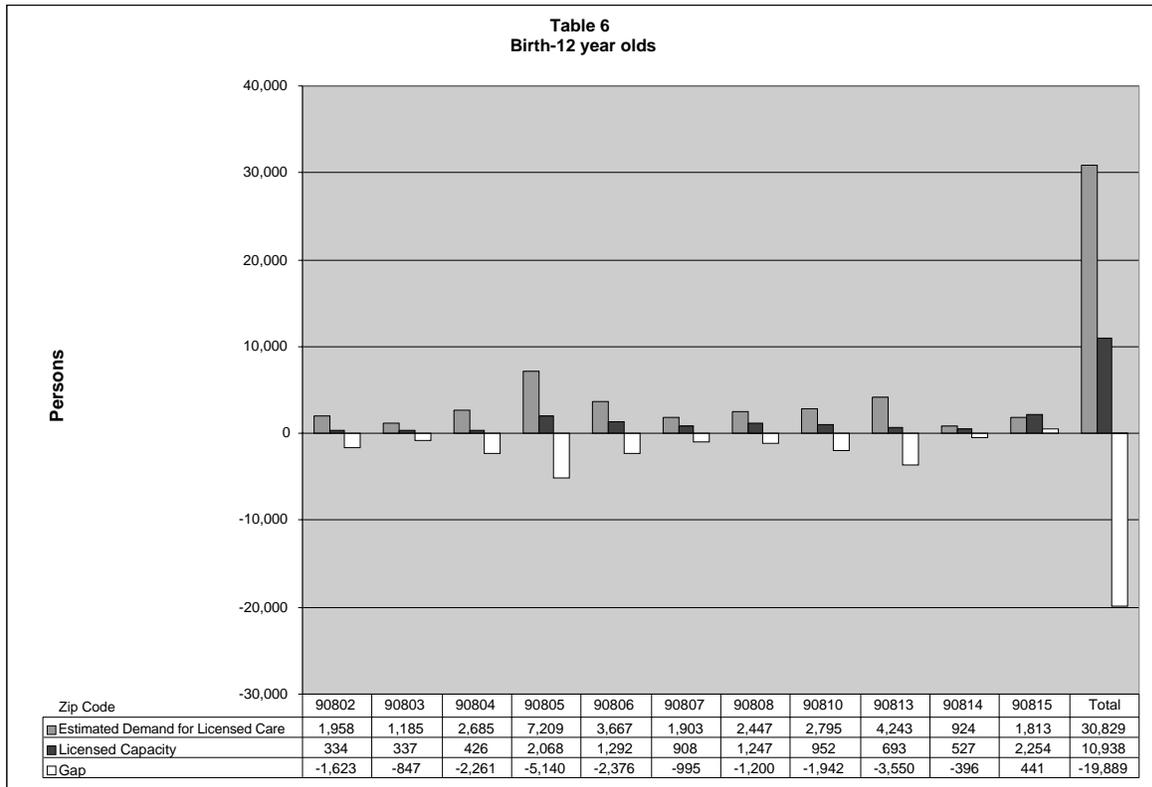
*The Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education in Los Angeles County*. August 2000.

Demand for Early Care and Education Services in Long Beach*



*The Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education in Los Angeles County.* August 2000.

Demand for Early Care and Education Services in Long Beach*



*The Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education in Los Angeles County*. August 2000.

Accredited Program Ratio

